

Battery Park Elementary

1467 Battery Park Road
Nesmith, South Carolina 29580

Grades	PK-6 Elementary School	
Enrollment	200 Students	
Principal	Lee Roy Campbell, Jr.	843-558-5233
Superintendent	Ralph C. Fennell, Jr.	843-355-5571
Board Chair	Mrs. Barbara McKenzie	843-382-3980

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	7	13	53	33

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Average	Below Average	No
2004	Good	Excellent	Yes
2005	Good	Excellent	Yes
2006	Below Average	Unsatisfactory	Yes

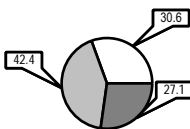
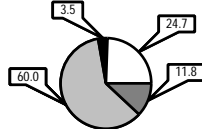
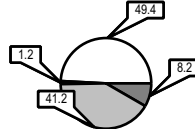
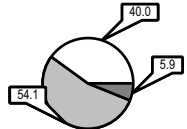
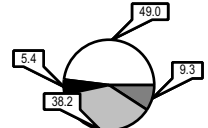
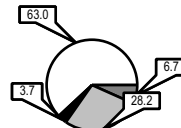
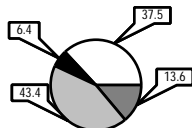
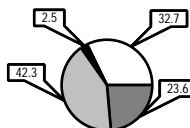
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

97.2%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	94	100.0	28.3	39.1	25.0	7.6	43.5	Yes	Yes
Gender									
Male	53	100.0	37.3	35.3	15.7	11.8	37.3	N/A	N/A
Female	41	100.0	17.1	43.9	36.6	2.4	51.2	N/A	N/A
Racial/Ethnic Group									
White	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	93	100.0	28.6	39.6	25.3	6.6	42.9	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	60	100.0	18.6	45.8	35.6	0.0	50.8	N/A	N/A
Disabled	34	100.0	45.5	27.3	6.1	21.2	30.3	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	94	100.0	28.3	39.1	25.0	7.6	43.5	N/A	N/A
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	94	100.0	28.3	39.1	25.0	7.6	43.5	N/A	N/A
Socio-Economic Status									
Subsidized meals	91	100.0	29.2	40.4	22.5	7.9	41.6	Yes	Yes
Full-pay meals	3	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	94	100.0	22.8	55.4	10.9	10.9	37.0	Yes	Yes
Gender									
Male	53	100.0	21.6	54.9	11.8	11.8	33.3	N/A	N/A
Female	41	100.0	24.4	56.1	9.8	9.8	41.5	N/A	N/A
Racial/Ethnic Group									
White	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	93	100.0	23.1	56.0	11.0	9.9	36.3	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	60	100.0	13.6	67.8	13.6	5.1	42.4	N/A	N/A
Disabled	34	100.0	39.4	33.3	6.1	21.2	27.3	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	94	100.0	22.8	55.4	10.9	10.9	37.0	N/A	N/A
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	94	100.0	22.8	55.4	10.9	10.9	37.0	N/A	N/A
Socio-Economic Status									
Subsidized meals	91	100.0	23.6	55.1	11.2	10.1	36.0	Yes	Yes
Full-pay meals	3	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	94	100.0	45.7	38.0	7.6	8.7	16.3
Gender							
Male	53	100.0	51.0	35.3	2.0	11.8	13.7
Female	41	100.0	39.0	41.5	14.6	4.9	19.5
Racial/Ethnic Group							
White	1	100.0	I/S	I/S	I/S	I/S	I/S
African American	93	100.0	46.2	38.5	7.7	7.7	15.4
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	60	100.0	35.6	52.5	10.2	1.7	11.9
Disabled	34	100.0	63.6	12.1	3.0	21.2	24.2
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	94	100.0	45.7	38.0	7.6	8.7	16.3
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	94	100.0	45.7	38.0	7.6	8.7	16.3
Socio-Economic Status							
Subsidized meals	91	100.0	47.2	37.1	6.7	9.0	15.7
Full-pay meals	3	100.0	I/S	I/S	I/S	I/S	I/S

Social Studies							
All Students	94	100.0	37.0	50.0	7.6	5.4	13.0
Gender							
Male	53	100.0	33.3	52.9	5.9	7.8	13.7
Female	41	100.0	41.5	46.3	9.8	2.4	12.2
Racial/Ethnic Group							
White	1	100.0	I/S	I/S	I/S	I/S	I/S
African American	93	100.0	37.4	50.5	7.7	4.4	12.1
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	60	100.0	39.0	55.9	5.1	0.0	5.1
Disabled	34	100.0	33.3	39.4	12.1	15.2	27.3
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	94	100.0	37.0	50.0	7.6	5.4	13.0
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	94	100.0	37.0	50.0	7.6	5.4	13.0
Socio-Economic Status							
Subsidized meals	91	100.0	37.1	49.4	7.9	5.6	13.5
Full-pay meals	3	100.0	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	19	100.0	17.6	29.4	52.9	0.0	52.9
	4	39	100.0	5.9	70.6	23.5	0.0	23.5
	5	21	100.0	11.8	41.2	47.1	0.0	47.1
	6	28	100.0	30.4	56.5	13.0	0.0	13.0
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	22	100.0	19.0	38.1	38.1	4.8	42.9
	4	19	100.0	27.8	50.0	22.2	0.0	22.2
	5	31	100.0	22.6	48.4	16.1	12.9	29.0
	6	22	100.0	45.5	18.2	27.3	9.1	36.4
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	19	100.0	17.6	64.7	17.6	0.0	17.6
	4	39	100.0	2.9	47.1	38.2	11.8	50.0
	5	21	100.0	23.5	35.3	23.5	17.6	41.2
	6	28	100.0	8.7	52.2	30.4	8.7	39.1
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	22	100.0	33.3	52.4	9.5	4.8	14.3
	4	19	100.0	22.2	61.1	16.7	0.0	16.7
	5	31	100.0	16.1	54.8	12.9	16.1	29.0
	6	22	100.0	22.7	54.5	4.5	18.2	22.7
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	19	100.0	23.5	29.4	47.1	0.0	47.1
	4	39	100.0	8.8	38.2	38.2	14.7	52.9
	5	21	100.0	29.4	41.2	17.6	11.8	29.4
	6	28	100.0	17.4	56.5	21.7	4.3	26.1
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	22	100.0	47.6	42.9	4.8	4.8	9.5
	4	19	100.0	61.1	33.3	5.6	0.0	5.6
	5	31	100.0	32.3	41.9	9.7	16.1	25.8
	6	22	100.0	50.0	31.8	9.1	9.1	18.2
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	19	100.0	23.5	29.4	29.4	17.6	47.1
	4	39	100.0	0.0	44.1	41.2	14.7	55.9
	5	21	100.0	41.2	52.9	5.9	0.0	5.9
	6	28	100.0	43.5	43.5	8.7	4.3	13.0
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	22	100.0	33.3	52.4	9.5	4.8	14.3
	4	19	100.0	22.2	61.1	16.7	0.0	16.7
	5	31	100.0	45.2	41.9	3.2	9.7	12.9
	6	22	100.0	40.9	50.0	4.5	4.5	9.1
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 200)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	4.6%	Up from 0.5%	3.9%	2.8%
Attendance rate	96.5%	Up from 95.7%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 4.7%	0.2%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 3.7%	0.2%	0.0%
Eligible for gifted and talented	4.9%	Up from 3.7%	3.4%	10.4%
On academic plans	84.4%	N/AV	48.9%	33.6%
On academic probation	0.0%	N/AV	3.2%	1.0%
With disabilities other than speech	15.8%	Down from 18.0%	7.5%	7.5%
Older than usual for grade	2.2%	Down from 4.3%	1.5%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 15)				
Teachers with advanced degrees	60.0%	Down from 61.5%	51.7%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	13.8%	N/A	4.7%	2.4%
Teachers with emergency or provisional certificates	25.0%	Up from 16.7%	2.7%	0.0%
Teachers returning from previous year	76.1%	Up from 74.0%	82.7%	87.3%
Teacher attendance rate	94.9%	Down from 95.7%	94.6%	94.9%
Average teacher salary	\$38,365	Down 3.7%	\$41,292	\$42,485
Prof. development days/teacher	13.4 days	Down from 13.5 days	15.4 days	13.3 days
School				
Principal's years at school	1.0	No change	4.0	4.0
Student-teacher ratio in core subjects	17.8 to 1	N/R	16.3 to 1	18.6 to 1
Prime instructional time	89.4%	Down from 89.7%	88.1%	89.7%
Dollars spent per pupil*	\$7,443	Down 15.6%	\$7,964	\$6,557
Percent of expenditures for teacher salaries*	57.0%	Up from 51.4%	59.5%	64.0%
Percent of expenditures for instruction*	62.1%		68.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 32.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Below Average	Down from Good	Good	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	6.2%
Classes in high poverty schools not taught by highly qualified teachers	22.7%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Teachers follow a standards-driven curriculum along with the use of a variety of instructional delivery methods to accommodate the diverse learning needs of their students. Effective writing and problem solving strategies are implemented across the curriculum. While teachers use technology as an instructional delivery enhancement tool, they also use technology as a training tool for students. They believe that if students are provided the opportunity to use the technology, then they will be better prepared to meet the challenges of a technology-driven society.

The after-school homework center at the school is utilized as a gateway into helping our students better understand the curriculum information. The students are provided assistance to help them enhance their academic performance. Additionally, we are a South Carolina Reading First School that provides a literacy coach and a reading intervention specialist, who both work with individual and student groups on a rotating basis to help build students' reading skills. The five components of reading (phonics, phonemic awareness, vocabulary, comprehension, and fluency) are emphasized throughout grades K-3.

Other programs and activities that we use to prepare our students for their future careers includes the Big Bucks Adventure program, parenting program, the BPE Pageant and an Inspirational Dance Team. Our Foster Grandparents program through the local Vital Aging commission allows our older generation to pass knowledge and character to our younger generation. We believe that these programs and activities help to build our children's character and prepare them to survive in a constantly changing and diverse world.

Battery Park Elementary is a close family environment and community that is dedicated to producing lifelong learners and productive citizens. We will continue to fulfill our potential as a safe, academically excellent learning center that is closing the gap in educational progress.

Lee Roy Campbell, Jr., Principal
Sarah Boyd, School Improvement Council Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	18	19	18
Percent satisfied with learning environment	100.0%	89.5%	88.2%
Percent satisfied with social and physical environment	100.0%	88.9%	77.8%
Percent satisfied with school-home relations	88.2%	84.2%	83.3%

*Only students at the highest elementary school grade level at this school and their parents were included.